DIAGNOSTIC REVIEW REPORT

FOR

VALLEY HIGH SCHOOL

10020 Dixie Highway
Louisville, Kentucky 40272

Mr. Rob Stephenson, Principal

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KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution's vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2.0**

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	- Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey data - ELEOT Classroom Observation data - Stakeholder interviews - Review of documents and artifacts - Formal vision and mission statements - Principal presentation	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• School walkthrough data discussions with administrators • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Cards • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Cards • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator	Opportunity for Improvement
1.1	Develop a collaborative process involving, staff, students, families and school leadership in creating a systemic communication plan to inform stakeholders of the school's purpose and direction for improvement in student performance.
Rationale	

Student Performance Data:

- Performance data does not suggest that the school has established highly effective formal statements of purpose and direction or shared values and beliefs which guide decision making across the school.

    o Data from the School Report Card indicates that school performance increased somewhat between 2012 and 2013, as reflected in the Kentucky Accountability Index which improved from 31 to 39.2.
    o While it is evident that the state accountability index improved from 2012 to 2013, College and Career Readiness, graduation rate, and non-duplicated gap math and reading showed little improvement.
    o The overall ACT composite for the school improved only slightly from 15.2 in 2013 to 15.5 in 2013. There was some improvement in ACT benchmarks between 2012 and 2013, but overall school performance was significantly below the district and state in this area.
    o While performance results indicate that the school has improved in reading, 57.8% of students are reading at the Novice level, which impacts academic performance in all subject areas.

Classroom Observation Data:

- High quality teaching and learning was observed in some classrooms. Observers noted a heavy emphasis on whole group, teacher-centered instructional practices.

Stakeholder Survey Data:

- Student survey data suggests possible leverage points for improvement with regard to guiding statements of purpose, direction, shared values, and beliefs.

    o 60.59% of students agree or strongly agree with the statement, "The purpose and expectations are clearly explained to me and my family," suggesting that about 40% of students do not perceive that they have an understanding of expectations and purpose established by the school.
    o 50.16% of students agree or strongly agree with the statement, "In my school, a variety of resources are available to help me succeed," suggesting that perhaps as many as half the students do not perceive that resources are available to help them succeed.
    o 64.15% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders,"

which suggests that roughly 35% of the staff do not perceive formal review and revision of the purpose statement.

Stakeholder Interviews:

- Stakeholder interviews demonstrated positive yet inconsistent information about the purpose of the school.

Indicator	Opportunity for Improvement
1.2	Collaborate with stakeholders to define and effectively communicate the schools' shared values and beliefs about teaching and learning.
	Rationale

Classroom Observation Data:

- Classroom observations did not reveal that the school has developed processes and procedures to ensure that highly effective instructional practices are consistently implemented in all classrooms. Some classroom observation data appears to be inconsistent with the high expectations reflected in the school's stated purpose of college and career readiness for all. For example:

  - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 33% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 57% of classrooms.
  - Instances in which students were actively engaged in learning activities were evident/very evident in 59% of classrooms.

Stakeholder Survey Data:

- Surveys suggest that staff members and parents are highly satisfied with the school's formal statements of purpose and direction, as well as shared values and beliefs.

  - 88% of staff and 74% of parents agree or strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."
  - 79% of staff agree or strongly agree with the statement, "Our school's purpose statement is based on shared beliefs that guide decision-making."

- Student survey data, while generally favorable, suggests possible leverage points for improvement with regard to guiding statements of purpose, direction, shared values, and beliefs.
  - 51% of students agree or strongly agree with the statement, "In my school, teachers work together to improve student learning."
  - 56% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

- 54% of students agree or strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."
- 42% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

- The principal's presentation, stakeholder interviews, and documents suggest that a commitment to shared values and beliefs is sometimes reflected in communication with staff ("heads up/heads down," bell-to-bell instruction, etc.)

Indicator	Opportunity for Improvement
1.3	Review the current school improvement planning process to determine the extent to which it is systematic, continuous and well documented. Use the results of this examination to improve the school's improvement planning process ensuring that it is: 1) results driven, 2) engages representatives from all stakeholder groups, 3) is evaluated regularly to determine its effectiveness in improving student learning.
Rationale	

Student Performance Data:

- Performance data suggests that the school has not established highly effective processes for improvement planning that are resulting in significant improvement in assessment data.

  - Data from the School Report Card indicates that school performance improved somewhat between 2012 and 2013, as reflected in the Kentucky Accountability Index. In the area of reading, the percentage of students performing at Proficient and Distinguished levels improved from 18.3 to 30.1.
  - Data from the School Report Card indicates that the percentage of students performing at Proficient and Distinguished levels in math decreased from 18.5% in 2012 to 11.7% in 2013.
  - Gap data from the School Report Card indicates that the gap in reading has increased from 16.4% in 2012 to 27.6% in 2013.

Classroom Observation Data:

- Classroom observation data does not suggest that the school has established processes that result in the systematic improvement of instructional effectiveness in all classrooms.

- Classroom observations revealed that the majority of classrooms are using whole-group instruction and teacher-centered lecture. ELEOT observations suggest that differentiation, personalization, student collaboration, and use of technology as a learning tool for students, were very infrequent. While most students were well managed and exhibited compliant behavior, authentic student engagement in learning appeared to be limited in the majority of classrooms.

Document and artifact review:

- The ATTAIN afterschool program is the main form of intervention being used for students. Students must be able and willing to stay after school to receive this intervention.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	**2**

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts including Advisory Council agendas, minutes, bylaws and policies • Comprehensive School Improvement Plan	2
2.2	The governing body operates responsibly and functions effectively.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Comprehensive School Improvement Plan	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Teacher Evidence Binders	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator	Opportunity for Improvement
2.1/2.2	Establish policies and support practices that will ensure effective administration of the school. These policies and practices should address the following: 1) the school's purpose and direction including periodic review with representation from all stakeholder groups, 2) monitoring of instruction and assessment to ensure their effectiveness and that an equitable and challenging learning environment exists for all students, 3) clear requirements and oversight of fiscal management, 4) a method to evaluate decisions and processes and ensure they are aligned with state laws and school board policies, 5) professional development for the Advisory Council members.
	Rationale

Student Performance Data:

- The 2012-13 Kentucky School Report Card shows 30.1% Proficient/Distinguished in reading compared to 18.3% Proficient/Distinguished in 2011-12, but 11.7% Proficient/Distinguished in math compared to 18.5% Proficient/Distinguished in 2011-12. Reading and math scores are more than 20 points below state and district averages. 2014-15 Combined Reading and Math delivery target set by the state is 42.9.

- Gap data from the 2012-13 Kentucky School Report Card shows 27.6% Proficient/Distinguished in reading compared to 16.4% Proficient/Distinguished in 2011-12, but 9.6% Proficient/Distinguished in math compared to 17.9% Proficient/Distinguished in the 2011-12 non-duplicated gap group. The 2014-15 gap group combined reading and math delivery target set by the state is 42.9%. College and Career Readiness data from the 2012-13 School Report Card indicates a CCR rate of 24.7 (with bonus points), and a CCR rate of only 11.2 for 2011-12. The CCR delivery target set by the state for 2014-15 is 42.9.

- The above report card data shows progress toward meeting these delivery targets, but because reaching the targets for combined reading and math, gap combined reading and math, and CCR will still be a somewhat steep climb, it is imperative that the Advisory Council and leadership place an intentional focus on increasing student achievement when establishing and revising all policies, processes, and procedures.

- The overall ACT composite for the school improved only slightly from 15.2 in 2013 to 15.5 in 2013. There was some improvement in ACT benchmarks between 2012 and 2013, but overall school performance was significantly below the district and state in this area.

- While performance results indicate that the school has improved in reading, 57.8% of students are reading at the Novice level, which impacts academic performance in all subject areas.

Stakeholder Interviews:

- Review of Advisory Council policies, bylaws, agendas, and minutes indicate that a process of revising and updating policies started in September of 2013 and is almost complete. As the advisory council continues this process of revising and updating policies and procedures, care should be taken to ensure all pertinent areas are included.

Indicator	Opportunity for Improvement
2.3	Ensure that the Advisory Council participates in the setting of goals for achievement and instruction, providing feedback to the principal on implementation of the school improvement plan, consulting with the principal on policy revision and development, and generally involved in improving student performance and school effectiveness.
Rationale	

Stakeholder Survey Data:

- Stakeholder surveys indicate mixed results pertaining to the governing body of the school.

    - 77% of staff agree or strongly agree with the statement, "the governing body of Valley High School maintains a distinction between its roles and responsibilities and those of school leadership."
    - 52% of parents agree or strongly agree with the statement, "the governing body of Valley High School does not interfere with the operation or leadership of our school," suggesting that some parents perceive that the governing body may not have a clear understanding of its roles and responsibilities.

Review of documents and artifacts:

- Interviews and review of artifacts and documentation do not indicate that the Advisory Council is actively engaged in supporting the purpose and direction of the school.

- The Advisory Council began monthly meetings only recently.

Indicator	Opportunity for Improvement
2.4/2.5	Engage in a systematic review of processes used by the school to engage stakeholders in support of the school's purpose and direction. Use the results of this review to improve stakeholder communication and engagement in shaping decisions, providing feedback to school leaders, working collaboratively on school improvement efforts, serving in meaningful leadership roles, etc.
Rationale	

Student Performance Data:

- Performance data does not suggest that the school has been effective in meaningfully engaging stakeholders in ways that build a strong sense of community and ownership in the success of the school.

   o Data from the School Report Card indicates significant improvement in the area of College and Career Readiness from 11.2 in 2012 to 24.7 in 2013. However, ACT results for the same time period show that school performance is significantly below the state average:

	School Average	State Average
Math	16.1	18.9
English	13.6	18.4
Reading	15.6	19.4
Science	16.4	19.5
Composite	15.5	19.2

   o The percentage of students who scored at Proficient and Distinguished levels in math decreased from 18.5 in 2012 to 11.7 in 2013.

Stakeholder Survey Data:

- Survey data suggests that staff is satisfied with the extent of stakeholder involvement.

   o 85% of staff agree or strongly agree with the statement, "The school's leaders support an innovative and collaborative culture."
   o 88% of staff agree or strongly agree with the statement, "The school's leaders expect staff members to hold all students to high academic expectations."

- Parent survey data reveals that parents are only somewhat satisfied communication and opportunities for involvement in school activities.

   o 65% of parents agree or strongly agree with the statement, "Our school communicates effectively about the school's goals and activities."
   o 64% of parents agree or strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

- Student survey data suggests leverage points for improvement with regard to parent and stakeholder engagement.

    o 52% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
    o 49% of students agree or strongly agree to the statement, "All of my teachers keep my family informed of my academic progress."

Stakeholder Interviews:

- Teacher, parent, and student interviews strongly suggest a significant and positive change in the culture of Valley High School in the months since Mr. Stephenson has taken the position of principal. Improved behavior and increased student pride are both noted in stakeholder interviews.

Indicator	Opportunity for Improvement
2.6	Structure a systematic process for consistent, intentional staff evaluation the results of which are analyzed, shared with staff and used to change instruction, improve professional practice and student achievement. The process should include 1) consistent implementation of staff evaluation procedures followed by careful analysis and 2) intense support for new and inexperienced teachers.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the current staff monitoring, supervision, and evaluation processes are helping to ensure that all students have access to equitable and challenging learning experiences leading to next level success.

- The school has shown improvement in some areas such as College and Career Readiness, which increased from 11.2 in 2012 to 24.7 in 2013. Based on the 2013 Report Card, it is of great concern to the review team that 57.8% of students performed at the Novice level in reading and 42.1% performed at the Novice level in math.

Stakeholder Survey Data:

- Survey data suggests that the staff is highly satisfied with the current school supervision and evaluation processes designed to improve teaching and learning.

    o 79% of staff agree or strongly agree with the statement, "The school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
    o 72% of staff agree or strongly agree with the statement, "The school's leaders engage effectively with all stakeholders about the school's purpose and direction."
    o 79% of staff agree or strongly agree with the statement, "The school's leaders ensure all staff members use supervisory feedback to improve student learning."

Other Pertinent information:

- In the principal's overview presentation, he indicated that the teaching staff averages 6.3 years teaching experience and there are fourteen new teachers at the school.

- In the same presentation, the principal also noted the need to develop a plan to retain and stabilize the current staff.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	**2.08**

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
3.6	Teachers implement the school's instructional process in support of student learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	- Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey data - ELEOT Classroom Observation data - Stakeholder interviews - Review of documents and artifacts - walkthrough data - Professional development schedule - KTIP - New teacher orientation - Monthly department meetings and agendas	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	- Teacher log of phone calls home - Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey data - ELEOT Classroom Observation data - Stakeholder interviews - Review of documents and artifacts	2

3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	• Principal presentation • Name and claim • Advisor/Advisee documentation • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews Review of documents and artifacts	2
3.11	All staff members participate in a continuous program of professional learning.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts • Project Lead the Way • ATTAIN program • Name and Claim	2

Indicator	Opportunity for Improvement
3.1	Encourage the broader use of differentiated instruction as one way of ensuring that all students are provided equitable and challenging learning experiences that ensure their success at the next level. Examine ways to build teacher capacity to deliver differentiated instruction through professional development, use of the Professional Learning Community structure, and curriculum development.
Rationale	

Student Performance Data:

- Student performance data does not indicate that the school has established effective processes that ensure all students are provided equitable and challenging learning experiences.

  - Data from the 2013 School Report Card indicates the achievement gap goal in student performance was not met. 57.8% of students were Novice in reading, which impacts academic performance in all subject areas. 42.1% of students were Novice in math.
  - The overall ACT composite for the school improved only slightly from 15.2 in 2013 to 15.5 in 2013. There was some improvement in ACT benchmarks between 2012 and 2013, but overall school performance was significantly below the district and state in this area.
  - Performance on the English II K-PREP assessments improved between 2012 and 2013. The percentage of students performing at the Novice and Apprentice levels was 81.7% in 2012 and 70.2 in 2013. Likewise, the percentage of students performing at the Proficient and Distinguished levels was 18.2 in 2013 and increased to 29.8 in 2013.
  - Algebra II K-PREP results indicate a decline. 82% of students were performing at the Novice and Apprentice levels in 2012, and this percentage increased to 87.2 in 2013. The percentage of students performing at Proficient and Distinguished levels also decreased from 18.0 in 2012 to 12.8 in 2013.

o   Data from the School Report Card shows improvement in College and Career Readiness from 11.2 in 2012 to 24.7 in 2013.

Classroom Observation Data:

- Classroom observations suggest that the school has not developed processes that will ensure highly effective instructional practices are systematically implemented in all classrooms.

  o   Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 33% of classrooms.
  o   Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 65% of classrooms.
  o   Instances in which students were actively engaged in learning activities were evident/very evident in 58% of classrooms.

Documents and artifacts:

- The school's curriculum documents did not indicate a process for differentiating instruction to meet the diverse needs of students.

- A review of the PLC agendas and minutes did not include evidence of differentiated instruction.

Indicator	Opportunity for Improvement
3.2/3.4	Develop and implement a process for school leaders to monitor and support teachers in making adjustments to the school's curriculum, instruction, and assessment practices in response to data from multiple assessments of student learning.
Rationale	

Student Performance Data:

- Student performance data does not suggest the school has established highly effective processes for monitoring and adjusting curriculum, instruction, and assessment practices to meet changing student needs. The 2013 School Report Card indicates that:

  o   The ACT composite score was 15.5, significantly below the state average of 19.2.

  o   57.8% of students were Novice in reading which impacts academic performance across all areas of the schools.

  o   42.1% of students were Novice in math.

Stakeholder Survey data:

- 57% of administrators agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based upon data from student assessments and examination of professional practice."

- 66% of the parents agree or strongly agree with the statement, "My child is prepared for success in the next school year," suggesting that a significant percentage of parents do not perceive that this favorable condition exists in the school.

Stakeholder Interviews:

- Stakeholder interviews indicated that there is no consistent process for monitoring and revising curriculum, instruction, and assessment.

Documents and artifacts:

- A review of the curriculum and assessment documents did not include a school wide approach to monitoring and making adjustments to the documents on a regular basis.

Indicator	Opportunity for Improvement
3.3	Develop new procedures that will ensure all teachers are engaging students in their learning through instructional strategies that ensure achievement of learning expectations.
Rationale	

Student Performance Data:

- Student performance data strongly suggests that student engagement in learning is limited.

  - According to the School Report Card, students performed well below state averages on the ACT in the 2013 school year.

	School Average	State Average
Math	16.1	18.9
English	13.6	18.4
Reading	15.6	19.4
Science	16.4	19.5
Composite	15.5	19.2

  - The School Report Card also indicates that while the school has improved from the first to the third percentile, they are still below state and district levels of achievement in all content areas.

       ○   Algebra II K-PREP results indicate a decline. 82% of students performed at Novice and Apprentice levels in 2012, and 87.2% performed at Novice and Apprentice levels in 2013. The percentage of students performing at Proficient and Distinguished levels also decreased from 18.0 in 2012 to 12.8 in 2013.

Classroom Observation Data:

- Instances in which students had several opportunities to engage in discussions with teacher and other students were evident/very evident in 58% of classrooms.

- Instances in which students were actively engaged in learning activities were evident/very evident in 59% of classrooms.

- The Digital Learning Environment received an overall rating of 1.8 on a 4 point scale. Using digital tools/technology to conduct research, solve problems, and/or create original works for learning was rated 1.7 on 4 point scaled, among the lowest ratings for this environment. Using digital tools/technology to communicate and work collaboratively for learning was rated 1.6 on a 4 point scale, indicating that students have limited use of technology.

Stakeholder Interviews, documents and artifacts:

- A review of the professional development documentation revealed that the teachers have had multiple opportunities to receive embedded professional development sessions related to instructional strategies such as content literacy and technology integration.

Indicator	Opportunity for Improvement
3.6	Develop, implement, and monitor a school instructional process that 1) clearly informs students of learning expectations and standards of performance, 2) provides students exemplars of high quality work, 3) uses data from multiple measures, including formative assessments, to inform and modify instruction, 4) and provides students with specific and timely feedback about their learning.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established an effective instructional process for ensuring students are clearly informed about learning expectations and standards of performance that is systematically implemented in all classrooms.

- Data from the School Report Card indicates that school performance data shows some improvement in the number of students performing at Proficient and Distinguished levels in reading, which increased from 18.3 in 2012 to 30.1 in 2013.

- Data from the School Report Card indicates a decrease from 18.5% in 2012 to 11.7% in 2013 in the number of students performing at Proficient and Distinguished levels in math.

- Data from the 2013 School Report Card indicates the achievement gap goal in student performance was not met. 57.8% of students were Novice in reading, which impacts academic performance in all subject areas. 42.1% of students were Novice in math.

- The overall ACT composite for the school improved only slightly from 15.2 in 2013 to 15.5 in 2013. There was some improvement in ACT benchmarks between 2012 and 2013, but the overall school performance was significantly below the district and state in this area.

- Performance on the English II K-PREP assessments improved between 2012 and 2013. The percentage of students performing at the Novice and Apprentice levels was 81.7% in 2012 and 70.2 in 2013. Likewise, the percentage of students performing at Proficient and Distinguished levels was 18.2 in 2012 and increased to 29.8 in 2013.

- Algebra II K-PREP results indicates a decline. 82% of students were performing at the Novice and Apprentice levels in 2012, and this number increased to 87.2 in 2013. The percentage of students performing at Proficient and Distinguished levels also decreased from 18.7 in 2012 to 12.8 in 2013.

Classroom Observation Data:

- Classroom observations did not confirm the existence of an instructional process that clearly informed students of learning expectations. While some formative assessments were observed, these do not appear to be consistently guiding the modification of instruction.

- The High Expectations Learning Environment received an overall rating of 2.6 on a 4 point scale. Students being provided exemplars of high quality work received a 2.0, the lowest rating in this environment.

- The Progress Monitoring Learning Environment indicates that only 31% of students understand how their work is assessed and only 40% of students have opportunities to revise work based on feedback.

Stakeholder Interviews:

- Parent and student interviews indicate the need for more timely feedback on assessments and communication related to exemplars and expectations for student performance.

- Interviews and documentation do not confirm that the school has identified an instructional process that informs students of learning expectations, ensures use of formative assessment to guide modification of instruction, and provides specific and immediate feedback on student performance.

Indicator	Opportunity for Improvement
3.7	Design and implement mentoring, coaching, and induction programs for all teachers to support instructional improvement that is consistent with the values and beliefs about teaching and learning. Ensure that the programs set high expectations for all school personnel and include valid and reliable measure of performance.
Rationale	

Classroom Observation Data:

- Classroom observation data suggests that that the school has not established processes and structures to ensure the use of highly effective instructional practices in all classrooms. While some teachers have developed strategies to actively engage students in learning, others have not.

- For example, observations revealed students were actively engaged in learning activities in 59% of classrooms, suggesting a lack of engagement in about 40% of classes.

- Observers noted that in many classrooms, students were passive learners and sat at desks, listened to the teacher, and responded when called upon. In many instances, students took notes as teachers directed, completed worksheets, and participated in other passive activities.

- Instances in which students were using technology as learning tools and resources, working in collaborative groups, problem-solving, creating a product, conducting research, reflecting on their learning, and connecting learning to real-life experiences were infrequently observed.

Stakeholder Survey Data:

- 78% of the staff agree or strongly agree with the statement "In our school, staff members provide peer coaching to teachers," suggesting a strong belief that peer coaching is provided to teachers.

- 79% of the staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice," suggesting staff members are systematically provided support.

Stakeholder Interviews:

- Many of the new teachers interviewed indicated support from the administration, mentor teachers, and staff. However, interviews and documentation do not indicate that all school personnel are engaged in mentoring, coaching, and induction programs.

Indicator	Opportunity for Improvement
3.8	Design and implement programs that engage families in meaningful ways and improve the process of informing families of their children's learning process.
Rationale	

Student Performance Data:

- The School Report Card indicates there were 998 students for the 2012-13 school year, and that 90 parents, or 9%, had at least one teacher conference during the school year. Data also indicates there were 98 volunteer hours logged for the 2012-13 school year. The degree to which parents are meaningfully engaged in the school is very limited.

Stakeholder Survey Data:

- 51% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning," suggesting that a significant portion of the student population does not perceive that opportunities are offered for their families to be involved.

- 49% of the students agree or strongly agree with the statement, "All my teachers keep my family informed of my academic progress," suggesting that a significant percentage of the students disagree or are ambivalent toward how their family is engaged and kept informed about their learning process.

- 56% of the staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress," suggesting that this practice may not be consistently applied across the school.

- In surveys, 63% of the parents agree or strongly agree with the statement "All of my child's teachers help me understand my child's progress", suggesting that a significant number of parents do not perceive that this type of assistance from teachers exists.

Stakeholder Interviews:

- Student and parent interviews indicated a strong use of Infinite Campus to regularly check student grades. The district sets up Parent Portal, but information on the number of parents who have requested this is not reported to the school.

- Teacher interviews revealed a call home is made to families when a student is failing a class. Positive phone calls or messages home are not made.

Documents and artifacts:

- Students with failing grades are assigned by their teacher to attend the after school program ATTAIN, where tutoring on specific standards, supper, and transportation home are provided. Parents are contacted via a phone call through One Call on the Friday before the assigned week.

- Some new family activities have been established - Family Fun Night, Homecoming Parade, Trunk or Treat, and nine new clubs since the start of the school year.

- PTSA membership has more than doubled from last year.

Indicator	Opportunity for Improvement
3.10	Design and implement policies and practices that ensure grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills. Ensure that grading policies and practices are monitored and evaluated for their effectiveness in improving student learning and next level preparedness.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established grading and reporting policies and practices that are systematically implemented to ensure the existence of rigorous coursework, high academic expectations, and higher levels of student achievement.

- Data from the School Report Card indicates that school performance data shows some improvement in the number of students performing at Proficient and Distinguished levels in reading, which increased from 18.3 in 2012 to 30.1 in 2013. However, the percentage of students scoring Proficient or Distinguished in math decreased from 18.5% in 2012 to 11.7% in 2013.

- College and Career Readiness increased from 11.2 in 2012 to 24.7 in 2013.

- According to the School Report Card, students performed well below state averages on the ACT in the 2013 school year.

	School Average	State Average
Math	16.1	18.9
English	13.6	18.4
Reading	15.6	19.4
Science	16.4	19.5
Composite	15.5	19.2

Stakeholder Survey Data:

- In surveys, 56% of the students agree or strongly agree with the statement "All my teachers fairly grade and evaluate my work," suggesting that this practice may not be consistent across the school.

- In surveys, 72% of the teachers agree or strongly agree with the statement, " All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria," suggesting there are many teachers who do not feel grading and reporting policies are consistent throughout the school.

Stakeholder Interviews:

- Teacher interviews indicate that standard based grading is being utilized to some extent.

- Interviews revealed that some staff who are teaching like courses use different assessment measures, suggesting that a clearly defined set of criteria is not being implemented with students.

- Evidence of evaluation of grading policies, processes, and procedures was not presented in artifacts or indicated in interviews of administration or teachers.

Indicator	Opportunity for Improvement
3.11	Develop a system to evaluate and document the effectiveness of professional development in improving instruction, student learning, and the conditions that support learning.
Rationale	

Student Performance Data:

- Student performance data suggests that the school has not developed processes that ensure learning from professional development results in improvement in student achievement.

Classroom Observation Data:

- The extent to which highly effective instructional practices are in evidence throughout the school is very limited, suggesting that the school's professional development program may not be effective in improving professional practice or building teacher capacity to address all students' learning needs.

    o The three Digital sections combined on the ELEOT observation tool received a 1.8 rating out of a possible 4. Artifacts indicate professional development has occurred multiple times throughout the school year concerning technology. The use of technology by students was not evident during classroom observations.
    o The Active Learning Environment received an overall rating of 2.6 on a 4 point scale. The lowest rating in this environment, a 2.3, was for students being provided

additional/alternative instruction and feedback at the appropriate level of challenge for their needs. This rating indicates that additional professional development might be necessary to address students' learning needs.

Stakeholder Interviews:

- Teacher interviews indicated that approximately 50% of staff attend the voluntary "Lunch and Learn" Professional Development sessions. Information presented is based on walkthrough information collected by the administrative team. Formal evaluation of the material presented, how it is taken back and utilized in the classroom, and the effect on improved instruction is not documented.

Documents and artifacts:

- Professional Learning Communities (PLCs) have been established, but documentation of agendas and interviews with teachers indicate some professional learning groups are not consistently adhering to the cycle the school has adopted. There are still classes where no professional learning community is established.

Indicator	Opportunity for Improvement
3.12	Design and implement a process to identify and meet the unique learning needs of the students. The process should include the use of data and the coordination of learning support services.
Rationale	

Student Performance Data:

- Gap accountability data from the School Report Card indicates the percentage of Proficient or Distinguished students in all content areas at this school is half to two-thirds less than district and state percentages.

- The Learning Environment of the School Report Card indicates 35.7% of the graduation class is not successful after leaving high school.

- The Learning Environment of the School Report Card indicates 39.8% of students attend college after graduation, which is below the state average of 56.6%.

Stakeholder Interviews:

- Interview of staff and artifacts indicate that the ATTAIN program is used for students who are failing a class.

- Extended School Services are offered to students after school.

- Intervention is provided to students who did not meet benchmark on ACT assessments, but there is indication that the data for the number of students who receive this intervention is

formally tracked and analyzed.

- Tiered intervention is not evident in most classrooms.

- Some content areas collaborate during PLC meetings with special education instructors (ECE), to ensure that alignment of curriculum, assessments, and data analysis are utilized to ensure equity for all students. However there is no indication that all content areas utilize this during PLC time.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.42

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	• Valley High School Highly Qualified Teacher Report • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	• Budget and Mission/Vision Alignment Document • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	3

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Compliance Report • Safety Drill reports • Floor Plans • Student & Faculty Handbooks • Work Order Request PPT file • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	• Technology Plan • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	• Technology Plan • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	• SRT Process Flow Chart • Referral Processes – forms, conferencing notes for teachers, request confirmation • Attendance Interventions • Truancy Diversions • Attendance and Behavior Contracts • Sophomore Conferencing Plan • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• SRT Process Flow Chart • Referral Processes – forms, conferencing notes for teachers, request confirmation • Attendance Interventions • Truancy Diversions • Attendance and Behavior Contracts • Sophomore Conferencing Plan • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator	Opportunity for Improvement
4.4/4.5	Engage in a process to examine existing infrastructure, resources and support systems for the integration of technology into daily classroom instruction. Use the results of this examination to improve the authentic use of technology as a learning tool and resources resulting in more meaningful student engagement and improved student performance.
Rationale	

Classroom Observation Data:

- Instances in which students had opportunities to use digital tools or technology to gather, evaluate and/or use information for learning were evident/very evident in 30% of classrooms and not observed in 54% of classrooms.

- Instances in which students had opportunities to use digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 25% of classrooms and not observed in 62% of classrooms.

- Instances in which students had opportunities to use digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 19% of classrooms and not observed in 71% of classrooms.

- Student access to instructional media was limited to classroom presentations, SMART board presentations, and teacher-lead instruction. Websites and web-based lessons were evident in few classrooms.

- Some of the classrooms observed used one-to-one technology such as iPads or laptops with engaging lessons and content.

Stakeholder Survey Data:

- Approximately 50.16% of the students indicated they agree or strongly agree that resources were available to help them succeed.

Stakeholder Interviews, document and artifact review:

- Teachers have opportunities to checkout laptops, iPads, and Classroom Response Kits ("clickers") from the Library Media Center.

Indicator	Opportunity for Improvement
4.6/4.7	Assess the current support services available to students. Use the results of the assessment to 1) establish valid measures of program effectiveness, 2) initiate a continuous improvement planning process for student support services that will monitor results and identify needs as well as action plans for improvement.
Rationale	

Stakeholder Survey Data:

- 50% of students indicated in surveys that they agree or strongly agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)," suggesting that as many of half the students disagree or are ambivalent as to the availability of these resources.

- 55% of students indicated in surveys that they agree or strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school," suggesting that a significant percentage of students may not perceive that they have access to these important services.

- 69% of parents indicated in surveys that they agree or strongly agree with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."

- 70% of parents indicated in surveys that they agree or strongly agree with the statement, "Our school provides students with access to a variety of information resources to support their learning.

- 69% of parents indicated in surveys that they agree or strongly agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)."

Stakeholder Interviews:

- The majority of the parents interviewed believe the support services and facilities support student learning.

- In interviews, stakeholders could not identify a process for evaluating and measuring the impact of the support services. Some could link the growth in college and career readiness with an increase in college visit access and applications.

- Staff identified the Advisor/Advisee Program as a positive implementation.

Other Pertinent Information:

- Staff believes the Advisor/Advisee Program is making a positive impact on students. However, an evaluation has not been completed.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	**1.8**

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	- Principal Presentation - Comprehensive School Improvement Plan - Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey data - ELEOT Classroom Observation data - Stakeholder interviews - Review of documents and artifacts	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	- Review of common assessment analysis - Principal Presentation - Comprehensive School Improvement Plan - Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey data - ELEOT Classroom Observation data - Stakeholder interviews - Review of documents and artifacts	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	• Principal Presentation • Comprehensive School Improvement Plan • Review of Data Binders • PLC, staff and other meeting agendas • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	2

Indicator	Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	• Communication Plan/Newsletters • Class Meetings notes and agendas • PLC agendas • Advisory Council and Parent/Teacher Student Association agendas and minutes • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts	1

Indicator	Opportunity for Improvement
5.1	**Engage in a collaborative process to evaluate the effectiveness of the current assessment system and the degree to which it is helping the school to drive continuous improvement in student performance. Use the results of this examination to make modifications and improvements to the school's comprehensive assessment system.**

Student Performance Data:

- Student performance data, while showing some improvement in the last year, suggests that it is critical for the school to have data driven improvement planning processes that are highly effective in improving performance and learning conditions in place.

    o Data from the School Report Card indicates that school performance improved somewhat between 2012 and 2013. The Kentucky Accountability Index improved in the areas of achievement, gap, College and Career Readiness, and graduation rate.
    o The percentage of students performing at Proficient and Distinguished levels in reading improved from 18.3 in 2012 to 30.1 in 2013. The percentage of students performing at

Novice and Apprentice levels in reading also decreased from 81.7 in 2012 to 69.8 in 2013.

- o The percentage of students who performed at Proficient and Distinguished levels in math decreased from 18.5 in 2012 to 11.7 in 2013. The percentage of students performing at Novice and Apprentice levels in math increased from 81.5 in 2012 to 88.3 in 2013.
- o The percentage of students performing at Novice and Apprentice levels on the English II K-PREP decreased from 81.7% in 2012 to 70.2 in 2013. The percentage of students performing at Proficient and Distinguished levels on this assessment increased from 18.2 in 2012 to 29.8 in 2013.
- o 82% of students performed at Novice and Apprentice levels on the Algebra II K-PREP in 2012, and 87.2 performed at Novice and Apprentice levels on this assessment in 2013. The percentage of students performing at Proficient and Distinguished levels also decreased from 18.7 in 2012 to 12.8 in 2013.
- o Biology and U.S. History K-PREP results showed improvement between 2012 and 2013.
- o The overall ACT composite for the school improved only slightly from 15.2 in 2013 to 15.5 in 2013. There was some improvement in ACT benchmarks between 2012 and 2013, but the overall school performance was significantly below the district and state in this area.
- o While performance results indicate that school has improved in reading, 57.8% of students are reading at the Novice level, which impacts academic performance in all subject areas.

Stakeholder Survey Data:

- Survey data indicates that the staff is highly satisfied with the current processes for measures used for school improvement planning.

  - o 89% of teachers indicated that they agree or strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
  - o The survey statement "Our school employs consistent assessment measures across classrooms and courses" received similar ratings from teachers.

Stakeholder Interviews:

- Interviews revealed that the assessment system has not been evaluated for effectiveness in guiding improvement planning leading to the improvement in learning conditions, student performance, or teacher professional practice.

Documents and artifacts:

- The school maintains formative data through the district Cascade dashboard system. Students take diagnostic and proficiency tests in each of the end-of-course assessment areas. This system does not contain measurement across all courses in the school.

Indicator	Opportunity for Improvement
5.2/5.3	Establish a system for collecting, analyzing and applying data from a range of sources. Provide rigorous professional development for staff that includes the evaluation, interpretation and use of data.
Rationale	

Student Performance Data:

- Student performance data is well below state and district averages and has improved slightly in the last year.

- Improvements from K-PREP 2011-2012 to 2012-2013 (Proficient):

  - Overall scores increase from 31% to 39.2%
  - Reading increased from 18.3% to 30.1%
  - Math decreased from 18.5% to 11.7%
  - Gap reading increased from 16.4% to 27.6%
  - CCR increased 11.2% to 24.7%

Stakeholder Survey Data:

- In staff surveys, 98% of the staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing and using data, suggesting that staff are satisfied about the existence of this effective practice.

- In staff surveys, 67.38% of the staff agree or strongly agree with this statement, "Our school ensures that all staff members are trained in the evaluation, interpretation and use of data."

Stakeholder Interviews:

- During interviews with staff, teachers stated that they are not consistently evaluating, interpreting, and using data to increase student achievement. Teachers who were interviewed mentioned data, but there was not evidence that teachers use data regularly to make changes in the instructional program.

- Administrators confirmed that not all staff members have been assessed in the evaluation, interpretation, and use of data.

- In interviews, teachers and staff stated that support staff was not included in the data professional development session that included the evaluation, interpretation, and use of data.

- Observation of PLC meetings indicates that they do not include consistent discussions about data. There is limited evidence that data is being used to drive instruction in classroom settings.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

• The Valley High School Diagnostic Review was composed of seven educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.

• On the first day of the review, the principal and members of his administrative team made a formal PowerPoint presentation about the school including demographics, achievement and non-cognitive data, 2012 Leadership Assessment deficiencies and strategies, and current and future plans.

• Representatives of the Valley High School Team completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with a multitude of documents and artifacts to support the indicator ratings of the Self-Assessment.

• The school also conducted surveys of staff, students, and parents which were used to guide understanding and indicator ratings for the Self-Assessment.

• The team found those interviewed to be straightforward in their response to questions and thoughtful and candid in their comments.

In offsite work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the onsite portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met twice virtually on January 3, 2014 and January 21, 2014 to begin a preliminary examination of the institution's Internal Review Report as well as to determine points of inquiry for the onsite review and any additional artifacts and information needed. Team members arrived in the school system on January 26, 2014 and concluded their work on January 29, 2014. Institution leaders carried out the Internal Review process as requested and in keeping with the timeline developed. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	10
Advisory Council Members	6
Teachers and Support Personnel	16
Parents and Community Members	8
Students	12
TOTAL	52

*includes Educational Recovery Staff

The Diagnostic Review team conducted classroom observations in 63 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observations, stakeholder survey data, and interviews with the principal/other administrators and a representative cross section of the faculty. In addition, the team interviewed small groups of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators. These include:

Communication and Stakeholder Engagement

- o Interviews, survey results, and onsite observations suggest that parent involvement is minimal. The school is pleased to have a substantial increase in its PTSA membership, but they recognize the need for a more intentional and focused effort targeted to active consistent parental involvement and engagement.

- o The addition of seventh and eighth grade students next year will offer the school an excellent opportunity to engage incoming parents and perhaps pave the way for increased parental involvement schoolwide.

- o With some of the students living outside the immediate area near the school, the need to perhaps schedule meet and greets and other activities within the various communities where students live is understood.

- o Interviews and other data reveal that a number of students commute a distance, living outside of the immediate area near the school and that a need exists to do more to connect with and involve the families of these students beyond the occasional calls and notes to report problems.

- o Because the principal appreciates the importance of community connectedness and engagement to the overall health and vibrancy of the school, he has made some intentional efforts toward improved communication with stakeholders. His early visibility both in the school

and in the community has been widely noted. Efforts to work and communicate with parents to help strengthen the academic performance of students are one of the principal's early targets.

o   The school has recently expanded its offerings of clubs and activities as a way to enhance student engagement and improve academic performance. This strategy, while supported by research, has not been in place long enough to provide results that could be evaluated and improved upon.

o   The school intends to showcase its various magnet programs such as its medical offerings and JROTC and suggest ways in which various entities might be of support through mentoring, serving as school ambassadors, etc.

Commitment to Strengthening Instruction

o   The extent to which students are provided differentiated opportunities and activities to meet their various learning styles appears limited.

o   Classroom observations suggest that students are not being challenged to learn at high levels and are often being taught in whole class lecture style with limited opportunities to work in groups discovering, researching, exploring, and learning. The school is to be commended for the class meetings called by the principal to share information and data with students about their current level of academic and non-cognitive performance. Sharing data and enlisting their input is a good way to help students take ownership of their education.

o   While the school has participated in some professional development connected to research-based instructional practices and classroom observations revealed pockets of teaching excellence, there is inconsistency from classroom to classroom. Reading, writing, and vocabulary must be a priority in every subject - not as a "write the word, say the word, look up the definition" type of activity, but one in which vocabulary, reading, and writing is integrated into meaningful and engaging student assignments. This type of activity combined with posing higher-order questions, setting and having high expectations for all students, and teaching bell to bell will help enrich the classroom experience and lead to higher levels of student performance.

Stabilize and Strengthen Instructional Staff

o   Staff demographics reveal that the school has fourteen KTIP teachers and that the average teacher longevity at the school is 6.3 years. Many of the current teachers are graduates of Valley and know its proud history and potential. Many teachers commute great distance to serve at the school and are to be commended for their dedication. The school needs a plan to gain long-term commitment from all staff to build and sustain the current momentum to turn the school around and begin achieving some of its short and long-term goals. It is apparent from interviews and observation that most of the staff wants to be at Valley.

o   Full staff buy-in is needed with regard to PLCs. There are pockets of excellence in this area but it is not school wide. There is a plan for school representatives to attend a PLC conference in February. Training, implementation, monitoring, and evaluation of how PLCs are operating will be key. PLC data does not suggest that classroom instruction is modified based on results. A PLC check-up in December revealed that 88% meet on their designated day most of the time and 56% meet outside regular hours. Check-up results revealed 79% of staff agree or strongly agree

that they "see the value of the PLC process," but 14% report not seeing the positive impact on classroom outcomes. Training in research-based best practices such as PLCs combined with commitment to implementation by all staff along with monitoring and evaluation by school administration will be crucial if student learning and teaching are to be significantly and meaningfully impacted.

o Observations revealed some excellent classroom instruction with high student engagement and creative teaching. Teachers whose observational data did not reveal strength in this area may need the opportunity to observe excellent teaching in other classroom, such as through the PLC framework, coaching, or mentoring programs. In preparation for Gold Day in November, the school identified teachers with strong instructional practices and had them present. It is strongly suggested that this initiative be formalized and continued, possibly through PLCs and coaching or mentoring programs.

o Arrange for staff to observe high functioning, results-oriented PLCs by actual attendance or video. Have those in attendance review and discuss the components and self-assess as to the changes and adjustments needed in their own PLCs in order to achieve improved results.

Resources and Use of Technology

o Classroom observations revealed the presence of an array of technology with very limited use by students and low-tech use by the staff. Teachers were most often observed using their Smartboard as an extension of their lecture with students taking notes from their seats. The use of iPads was observed infrequently, with much time spent on the assignment of devices to each student. Students were observed using iPads for very low-level work such as checking word definitions. Computers were also in evidence, but very low usage was observed.

o Classroom clickers, cell phones, microscopes, graphing calculators, and a host of other tech devices were observed minimally or not at all. Students observed in one magnet program class spent almost the entire period writing the definitions of various terms on a worksheet with little to no interaction among students and very little interaction with the instructor except when asking for clarification and directions for next steps.

Use and Monitoring of Data to Improve Student Performance

o The school does not have a consistent, well-developed data assessment and monitoring plan. Performance data, Self-Assessments, and observations suggest the need for a systemic and systematic plan.

o The principal shared that data review and assessment would be the priority for professional learning communities, the instructional leadership team, Advisory Council, and faculty work sessions. The school made initial efforts in the fall with the Self-Assessment beginning with Standard 3. It was noted that most teachers rated their quality of instruction as high. A careful review of data has provided the school with an understanding of the areas where improvement is needed and will be of help as they draft a comprehensive plan to use the data to drive instruction.

o The school has begun an initiative called Lunch and Learn, which targets the sharing of strong teaching strategies and the use of data to enhance instruction. They are also beginning to invest in embedded professional development initiatives such as their one-day conference held in

November. It included the determination and development of meaningful learning targets, enhanced lesson planning, and the use of formative assessments and walkthrough feedback to improve instruction and student learning.

Report on Learning Environment:

During the onsite review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.
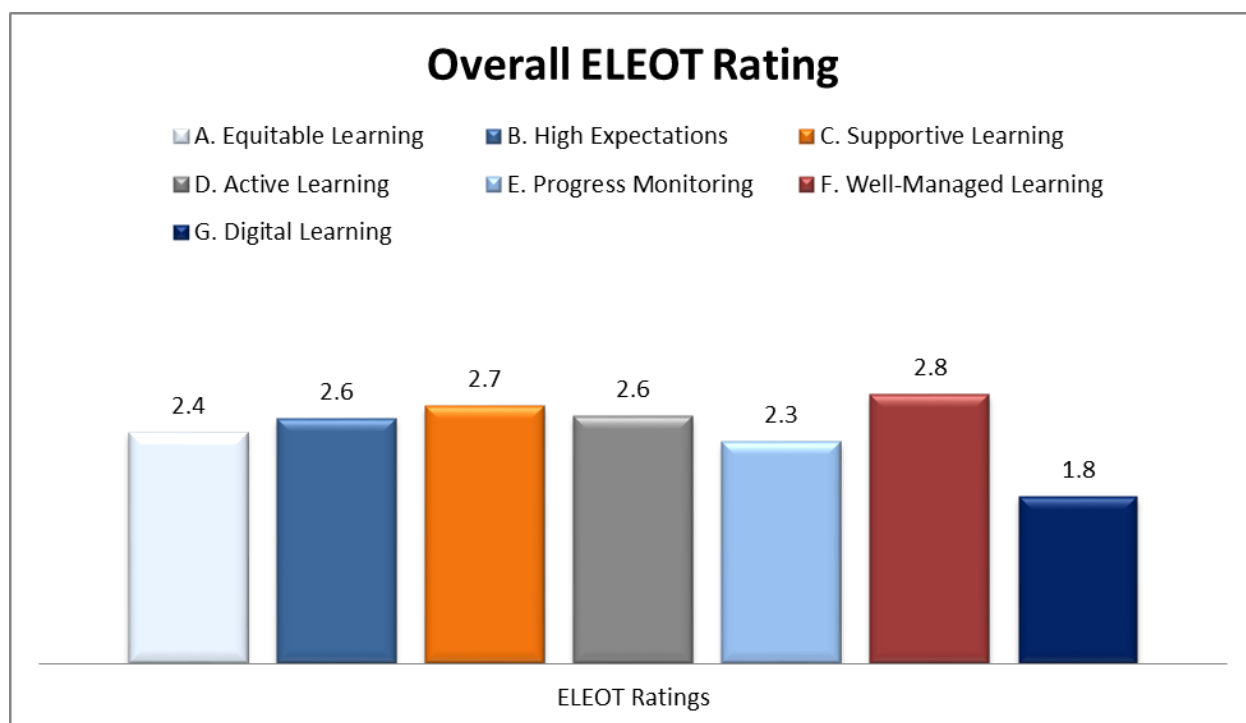
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 63 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

One classroom was not observed due to the teacher being on medical leave.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and materials to confirm, refute, document, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

A. Equitable Learning	B. High Expectations	C. Supportive Learning	D. Active Learning	E. Progress Monitoring	F. Well-Managed Learning	G. Digital Learning
2.4	2.6	2.7	2.6	2.3	2.8	1.8

ELEOT Ratings

A. Equitable Learning Environment

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	**2.2**	Has differentiated learning opportunities and activities that meet her/his needs	30%	37%	14%	19%
A.2	**3.0**	Has equal access to classroom discussions, activities, resources, technology, and support	5%	19%	46%	30%
A.3	**2.8**	Knows that rules and consequences are fair, clear, and consistently applied	13%	21%	38%	29%
A.4	**1.6**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	63%	17%	13%	6%
Overall rating on a 4 point scale:		**2.4**				

Equitable Learning Environment Analysis

- Classroom observations suggest that students are seldom provided differentiated learning opportunities to address individual needs. 67% of the classrooms observed were using whole class lecture as the delivery style. Any small group activities were seldom observed. Differentiated instruction was evident/very evident in 33% of classrooms.

- Observations of the learning environment revealed that 76% of students have equal access to classroom discussions, activities resources, technology, and support. This component received a rating of 3.0 on a 4 point scale, the highest in this environment.

- In over 67% of classrooms observed it was evident that students knew the rules and consequences were fair, clear, and consistently applied. Observers noted that students were very compliant, which manifests itself in this component as well as in the Well Managed Learning component, which received the highest rating of all.

- Observers noted that students infrequently had opportunities to learn about their own and other's backgrounds/cultures/differences. This component received the lowest rating of 1.6 on a 4 point scale. Since small group work opportunities are rare, students are not afforded time to share their individual perspectives and learn from and about one another.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	**2.8**	Knows and strives to meet the high expectations established by the teacher	8%	30%	38%	24%
B.2	**2.9**	Is tasked with activities and learning that are challenging but attainable	3%	32%	40%	25%
B.3	**2.0**	Is provided exemplars of high quality work	48%	21%	17%	14%
B.4	**2.6**	Is engaged in rigorous coursework, discussions, and/or tasks	13%	30%	40%	17%
B.5	**2.6**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	17%	30%	32%	21%
Overall rating on a 4 point scale:		**2.6**				

B. High Expectations
High Expectations Learning Environment Analysis

- The principal spoke at length about the need for all teachers to have high expectations for all students. Observations, interviews, and survey data revealed that instances where students knew and strived to meet high expectations established by the teacher were evident/very evident in 62% of classrooms. However, in 38% of classrooms observed, this high expectation was not noted, suggesting that students were responding more to being compliant to behavior norms rather than learning targets.

- Somewhat similarly, classroom observations revealed that 65% of students were tasked with activities and learning that are challenging but attainable. However, these types of activities were observed or partially observed in only 35% of classrooms. Few instances of challenging learning targets were noted and seldom referenced at the start of class.

- Instances in which students were provided exemplars of high quality work were not observed in 69% of classrooms. At 2.0 on a 4 point scale, this component was the lowest rated in this area. Students might benefit greatly from seeing what excellence looks like and adjust their efforts upward.

C. Supporting Learning

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	**2.7**	Demonstrates or expresses that learning experiences are positive	13%	22%	43%	22%
C.2	**2.8**	Demonstrates positive attitude about the classroom and learning	6%	29%	44%	21%
C.3	**2.6**	Takes risks in learning (without fearof negative feedback)	21%	21%	37%	22%
C.4	**3.0**	Is provided support and assistance to understand content and accomplish tasks	3%	21%	48%	29%
C.5	**2.3**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	30%	22%	32%	16%
Overall rating on a 4 point scale:		**2.7**				

Supportive Learning Environment Analysis

- Classroom observations suggest that students are very compliant to teacher direction with little off-task and negative behavior observed.

- Instances in which students demonstrated a positive attitude about their classroom and learning was rated 2.8 on a 4 point scale. This condition was evident/very evident in 65% of classrooms.

- It also appeared most students were comfortable and willing to take risks in learning (without fear of negative feedback), such as asking for clarifications or more information, and was rated 2.6 on a 4 point scale.

- Support and assistance provided to help students understand content and accomplish tasks was observed in 77% of classrooms. This result may stem from the whole class instruction mode where the voice and talk of the teacher is dominant in all presentations and ensuing discussions.

- Instances in which students were provided additional or alternative instruction and feedback at the appropriate level of challenge was the lowest rated component of this environment at a 2.3 on a 4.0 scale. This indicator was not observed in 30% of the classrooms and partially observed in 22% of classrooms.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D. Active Learning						
D.1	**2.6**	Has several opportunities to engage in discussions with teacher and other students	6%	37%	48%	10%
D.2	**2.4**	Makes connections from content to real-life experiences	27%	27%	22%	24%
D.3	**2.7**	Is actively engaged in the learning activities	8%	33%	37%	22%
Overall rating on a 4 point scale:		**2.6**				

Active Learning Environment Analysis

- For the most part, students were observed in passive learning activities such as working at their desks, taking notes from the Smartboard, listening to teacher instructions, and asking questions as needed. Opportunities for students to engage in discussions with the teacher and other students were evident/very evident in 58% of classrooms and rated 2.6 on a 4 point scale.

- Instances in which students were asked or given opportunities to make connections to real-life everyday experiences were not observed/partially observed in more than half of all classrooms (54%).

- Students were actively engaged in learning activities in 59% of classrooms. Team members believe that this classroom observation data reflects compliant behavior by students rather than a rigorous and challenging learning environment. For the most part, students were observed sitting at their desks and responding when called upon. Students took notes as the teacher directed, completed worksheets, and participated in other similar low engagement, non-challenging activities.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E. Progress Monitoring						
E.1	**2.3**	Is asked and/or quizzed about individual progress/learning	25%	37%	25%	13%
E.2	**2.5**	Responds to teacher feedback to improve understanding	13%	38%	37%	13%
E.3	**2.6**	Demonstrates or verbalizes understanding of the lesson/content	8%	48%	25%	19%
E.4	**2.0**	Understands how her/his work is assessed	41%	27%	17%	14%
E.5	**2.2**	Has opportunities to revise/improve work based on feedback	32%	29%	24%	16%
Overall rating on a 4 point scale:		**2.3**				

Progress Monitoring Learning Environment Analysis

- Monitoring the learning of students was revealed as an area of concern throughout interviews and observations. Instances in which students were asked and/or quizzed about their progress or learning were not observed/partially observed in 62% of classrooms.

- In only about half (50%) of classrooms observed did students' response to teacher feedback appear to improve understanding, and in only 44% of classrooms did students demonstrate or verbalize their understanding of the lesson/content.

- Instances in which students expressed understanding of how their work is assessed were not observed or partially observed in 68% of the classrooms and rated 2.0 on a 4 point scale.

- The degree to which students had opportunities to revise/improve work based on feedback was rated at 2.2 on a 4 point scale and not observed/partially observed in 61% of classrooms.

F. Well-Managed Learning

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	3.1	Speaks and interacts respectfully with teacher(s) and peers	2%	19%	46%	33%
F.2	3.0	Follows classroom rules and works well with others	2%	27%	43%	29%
F.3	2.8	Transitions smoothly and efficiently to activities	16%	21%	35%	29%
F.4	2.3	Collaborates with other students during student-centered activities	33%	24%	25%	17%
F.5	3.0	Knows classroom routines, behavioral expectations and consequences	6%	27%	32%	35%
Overall rating on a 4 point scale:	**2.8**					

Well-Managed Learning Environment Analysis

- Management of student behavior was the highest rated component at 2.8 on a 4.0 scale. Students speaking and interacting respectfully with the teacher and peers was evident/very evident in 79% of classrooms.

- Students were observed following classroom rules, working well with others, and transitioning efficiently, suggesting high level of compliance to teacher instructions.

- Instances in which students collaborated with other students during student-centered activities were evident/very evident in only 42% of classrooms observed. This outcome adds additional support to the issue of there being a heavy reliance of teacher-centered versus student-centered instruction.

- Generally students understand and know classroom routines and behavior expectations, with this component rated a 3.0 on a 4.0 scale. This indicator was noted as evident/very evident in 67% of the classrooms observed. Compliant behavior is again very much in evidence.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G. Digital Learning						
G.1	**2.0**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	54%	16%	11%	19%
G.2	**1.7**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	62%	13%	14%	11%
G.3	**1.6**	Uses digital tools/technology to communicate and work collaboratively for learning	71%	10%	11%	8%
Overall rating on a 4 point scale:		**1.8**				

Digital Learning Environment Analysis

- Digital learning was the lowest rated component of all those observed, 1.8 on a 4.0 scale. While the school has classroom sets of iPads, computers, and other technology, minimal evidence of creative, engaging, and consistent use was observed.

- The use of digital tools to work and communicate collaboratively for learning was evident/very evident in only 19% of classrooms

- Instances of students using digital/ technology tools to gather/evaluate, and/or use information for learning were evident/very evident in only 30% of classrooms.

- Instances of students using digital tools/technology to conduct research, solve problems, and create original works were evident/very evident in only 25% of classrooms observed and rated 1.7 on a 4 point scale. With the presence of various magnet programs (medical, environment, military), all of which rely heavily on the use of technology, the results here suggest the school must greatly enhance its use of technology across the curriculum if it is to be viable in these areas and a strong contender for student interest and enrollment.

Improvement Priorities

Indicator	Improvement Priority
3.5	Clearly articulate expectations for the Professional Learning Community meetings, including the dates, content, and outcomes; and provide training for teachers and administrators in the implementation of research-aligned model for high performing PLC's.
	Rationale

Student Performance Data:

- Student Performance Data suggests that the school has established PLC structures that are not effective in improving teachers' professional practice and student performance.

    o School Report Card data for 2012-13 indicates that 59.6% of gap students are Novice in reading. This impacts all content areas for these students.
    o The School Report Card indicated that 34.7 is the goal for 2013-14. The goal for 2012-13 was 26.6, which also wasn't met.
    o The School Report Card indicates 57.8% of students were Novice in reading and 42.1% were Novice in math. When students cannot read, it impacts all other content areas and is a problem with which new and inexperienced teachers struggle.

Classroom Observation Data:

- Classroom observations revealed limited use of highly effective instructional practices and learning conditions, suggesting that the current PLC structure is not effective in improving professional practice of teachers.

    o The High Expectations Environment on the ELEOT classroom data indicated a score of 2.6 out of 4 and a score of only 1.8 for Digital Learning
    o The ELEOT document indicated that differentiated instruction was very evident in 19% of classrooms, partially observed in 37% of classrooms, evident in 14% of classrooms, and not observed at all in 30% of classrooms.
    o In 43% of the classrooms there was a lack of rigor in coursework, discussions, and/or tasks.

Stakeholder Interviews:

- Interviews with teachers and administrators indicate that teachers are meeting in Professional Learning Communities (PLCs) to analyze student work, revise curriculum materials, and monitor student progress, but the teachers shared during the interviews that PLC meetings are not regularly scheduled or consistent in structure and format. Teachers expressed the belief that once PLCs were structured, the expectations for outcomes communicated and regularly monitored student learning would improve.

Documents and artifacts:

- A review of the PLC minutes confirmed that the focus and outcomes of the PLC's differed in content and outcomes.

Indicator	Improvement Priority
5.4	Develop and implement a process for the analysis, monitoring, and consistent use of data to improve learning and ensure readiness for student success at the next level.
Rationale	

Student Performance Data:

- Data from the School Report Card indicates that school performance improved somewhat between 2012 and 2013, as reflected in the Kentucky Accountability Index. However, the data continues to reveal that many students are not ready for success at the next level.

  - The 2013 ACT data is well below state and district averages at 15.5.
  - The graduation rate is well below state and district averages at 69.7.
  - 29.8% of students scored at Proficient and Distinguished levels on English End-of-Course tests, while the district percentage was 52.4%. 12.8% of students scored at Proficient and Distinguished levels on Algebra End-of-Course tests, while the district percentage was 36.1.
  - The school's 2012-13 College and Career Data percentage was 22.8, while the district's was 51.3. A gap also exists between CCR for white students in the school/district (28.6/62.4%) and black students in the school/district (12.7/32.5%).

Stakeholder Survey Data:

- In response to the survey statement, "My child is prepared for success in the next school year," parents were neutral (24.42%) or agreed/strongly agreed (39.53/26.74). Student responses varied from grade to grade with 10th graders responding neutral (37.3%) or agree/strongly agree 38.89/12.7. Eleventh graders were neutral at 41.8% and agree or strongly agree at 36.07/12.3%. Seniors were neutral at 30.84% and agree/strongly agree 29.91/22.43.

Other Pertinent information:

- In his presentation on Day 1, the principal indicated that this was an area in need of greater focus.

  •The school is beginning to recognize Students of the Month and plans to increase this and other academic and achievement recognitions.

  •Goal-setting conferences are now being scheduled with sophomores and juniors to discuss their future plans and help them prepare for the next level.

Indicator	Improvement Priority
5.5	Craft a plan, with full staff input, to monitor and regularly communicate information about student learning. The plan should specify the use of a variety of delivery methods appropriate to the various stakeholders i.e. students, parents, community, alumni and should provide details on the conditions known to impact and support student learning and the achievement of school improvement goals.
Rationale	

Student Performance Data:

- The school met its AMO goal of 32 with an overall score of 39.2, up from 31 the prior year.

- The 2012-13 School Report Card data indicates that the percentage of white students scoring Proficient and Distinguished increased significantly from 23.8 to 40.1. African American students scoring Proficient and Distinguished increased from 8.3 to 14.0. However, the school still trails the district in this category with the district 2012-13 scores at 65.1 and 34.0% respectively. White students scoring a full 25 percentage points below their district counterparts and black students' performance is one-third that of black students districtwide.

Classroom Observation Data:

- Classroom observations did not reveal teachers relying heavily on assessment data to drive instruction.

- Learning targets displayed often were very basic in nature with few teacher references to the what, why, and how of the day's lesson and work. Often what was heard and/or observed was "to continue what we started/did not finish/were working on yesterday…."

- Few uses of rubrics and almost no sample exemplars were in evidence during classroom observations.

- Whole group, non-differentiated instruction was the teaching style heavily noted throughout the 57 classroom observations completed.

Stakeholder Survey Data:

- Stakeholder survey responses from all groups revealed a higher than usual level of neutral responses to the various statements in this component, suggesting the need for enhanced communication of academic performance and goals.

  o The parent survey revealed 22.6% of parents were neutral in response to the statement "My child has administrators and teachers that monitor and inform me of his learning progress."
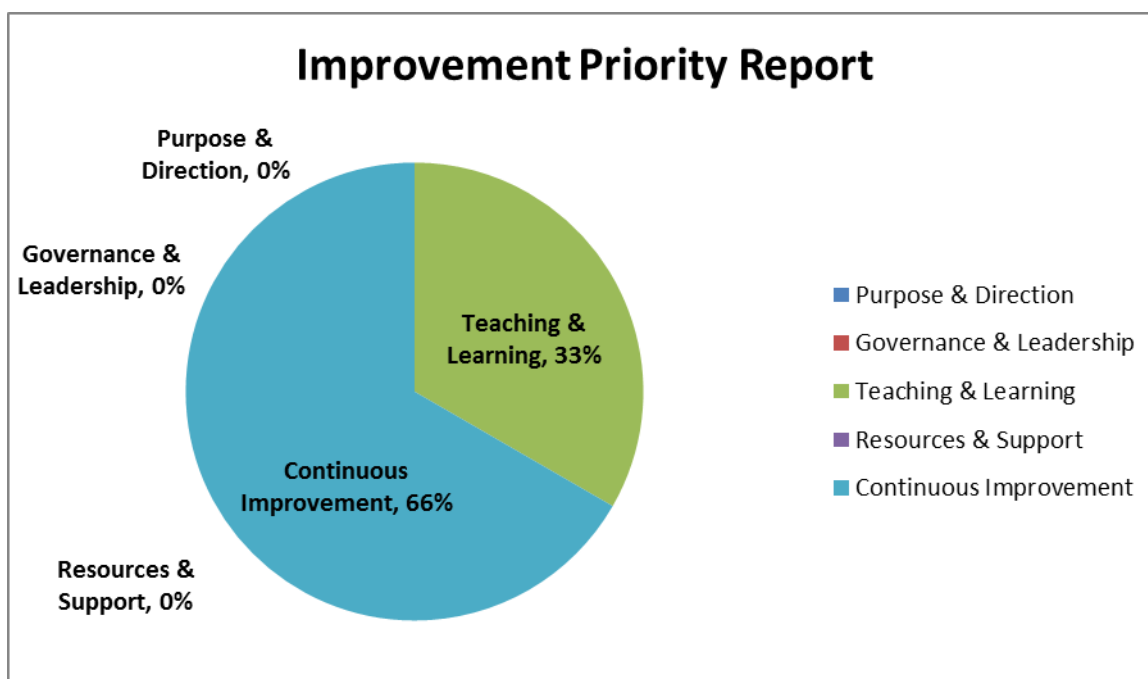
o   Surveys also indicated 30% of parents were neutral when responding to the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

o   17% of staff responded as neutral to the statement, "Our school leaders monitor data related to student achievement and school continuous improvement goals."
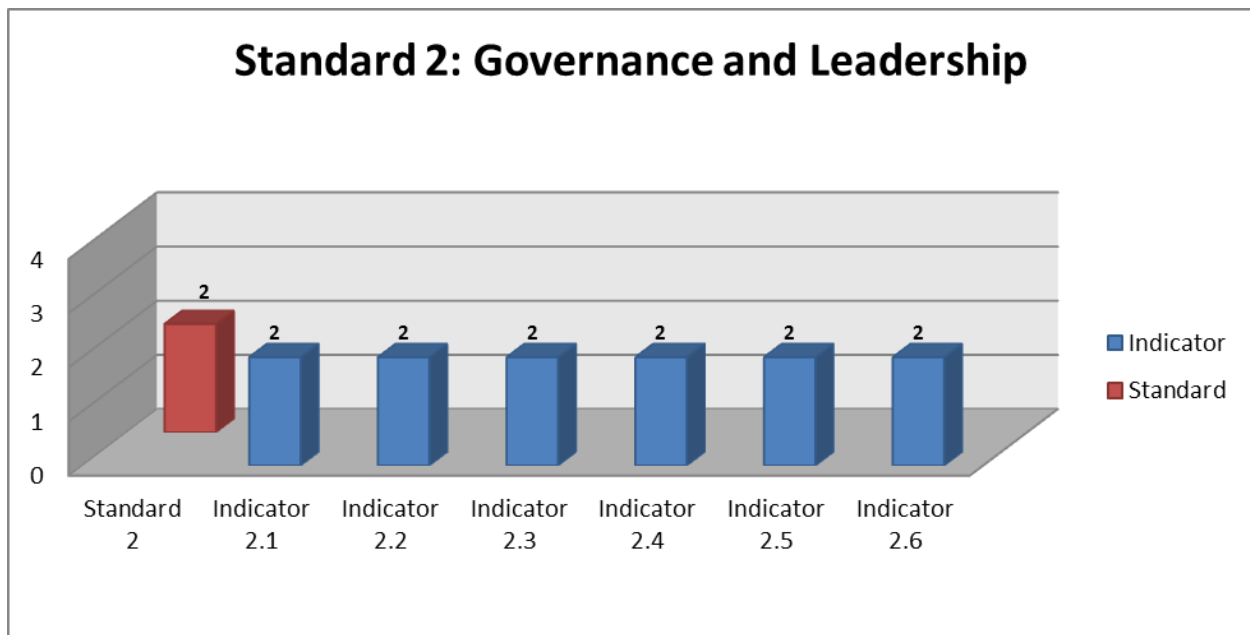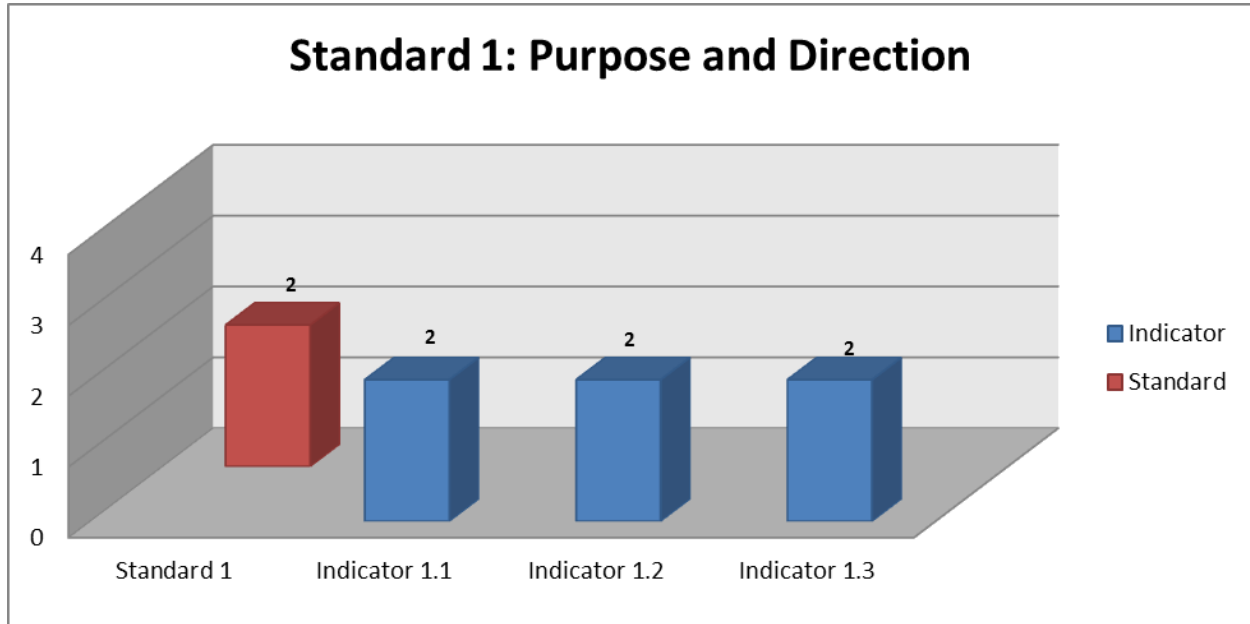
Part III: Addenda

Indicator Assessment Report		
Indicator	**School Rating**	**Review Team Rating**
1.1	1	2
1.2	2	2
1.3	1	2
2.1	2	2
2.2	2	2
2.3	2	2
2.4	2	2
2.5	1	2
2.6	1	2
3.1	2	2
3.2	1	2
3.3	1	2
3.4	1	2
3.5	2	2
3.6	2	2
3.7	2	2
3.8	1	2
3.9	2	3
3.10	2	2
3.11	2	2
3.12	1	2
4.1	2	3
4.2	2	3
4.3	2	3
4.4	2	2
4.5	2	2
4.6	2	2
4.7	1	2
5.1	2	2
5.2	2	2
5.3	1	2
5.4	1	2
5.5	1	1

Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

Improvement Priority Report

Purpose & Direction, 0%

Governance & Leadership, 0%

Teaching & Learning, 33%

Continuous Improvement, 66%

Resources & Support, 0%

- Purpose & Direction
- Governance & Leadership
- Teaching & Learning
- Resources & Support
- Continuous Improvement

Average ratings for each Standard
and its Indicators

Standard 1: Purpose and Direction

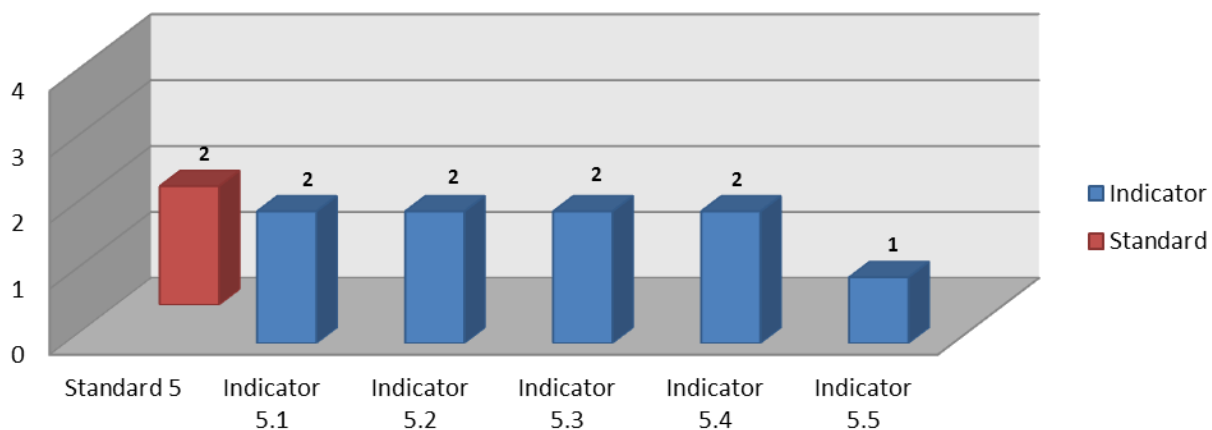## Standard 2: Governance and Leadership

Standard 3: Teaching and Learning
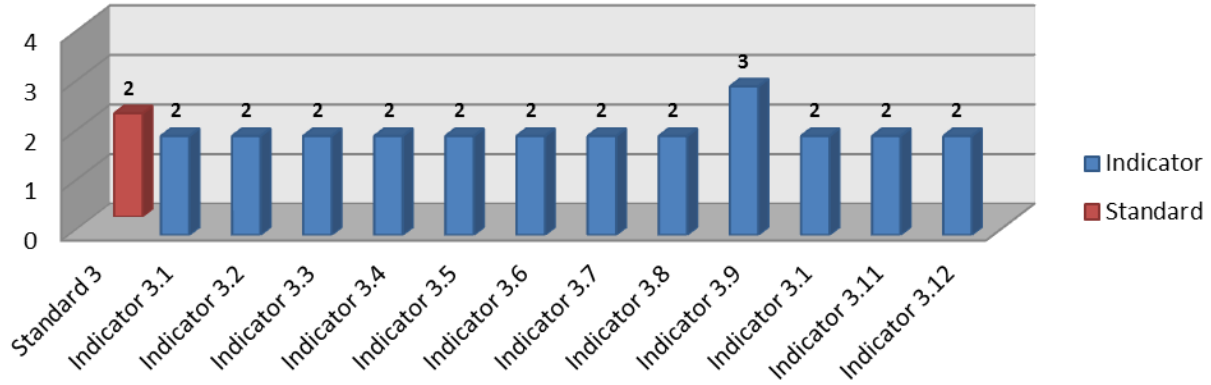
Standard 4: Resources and Support
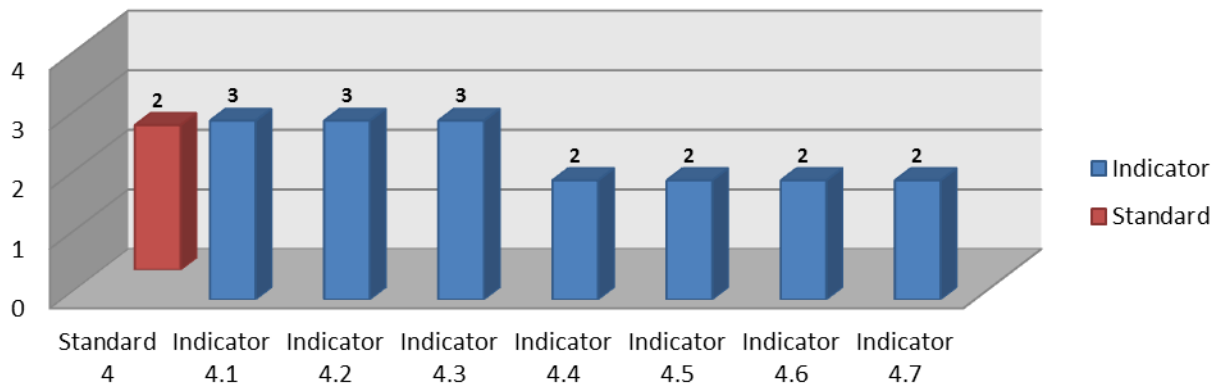
Standard 5: Continuous Improvement

2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Valley High School.

Deficiency 1: The principal has not ensured all teachers design and implement effective instructional strategies to meet the learning needs of all students.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:
- Professional development provided for teachers
- Learning targets posted
- School emphasis on bell to bell teaching
- Some departments engaged in PLC work around instructional strategies
- Observations show evidence of classroom management strategies being implemented
- Updated Self-Assessment
- Student performance data
- Principal overview
- School Report Card and other student performance data
- PLC and faculty meeting agendas
- Stakeholder interviews
- Classroom observations

Team comments:

- Classroom walkthrough data has not been fully and consistently utilized.

- Staff accountability for results-oriented student learning has not been consistently monitored.

- The principal has identified 5 Guiding Principles with one of being "using effective instructional strategies" as part of his plan to improve teaching and learning.

- The principal has also implemented a "heads up not down" philosophy in regard to teacher expectations of student engagement and so notes during classroom walkthrough observation and written feedback.

- The walkthrough process is unique and appears to be a good reminder to those with supervisory responsibilities of the need for consistency in the monitoring of the teaching learning process.

Deficiency 2: The principal has not established a strategic and comprehensive intervention program to address the individual learning needs of students.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:
- ATTAIN program
- Name and claim of identified students
- Advisor/advisee program
- Referral process for counseling
- Youth Services Center services
- AP classes
- AdvancED Kentucky

Team comments:

- There did not appear to be an intervention plan for Tier I, II and III students.

- The principal is asking teachers to name and claim students who are not meeting standards, causing them to take responsibility for helping to move them to the next level.

- There was evidence of an increased focus to engage students in an extracurricular activity to enhance their connectedness to school.

- Staff makes personal calls when a student has missed more than one day of school.

- The school has engaged in conversations about the need to have high expectations for all students.

- There was not a structured and intentional process to move students from Novice to Apprentice and on to Proficient/Distinguished.

- There was not a fully developed plan to ensure student ownership for their learning and academic achievement.

Deficiency 3: The principal does not actively build a school community focused on student achievement.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:
- Family Fun nights
- Newsletters
- Stakeholder interviews
- Survey Data
- Self-Assessment
- Executive Summary
- KDE Report Card data
- Mission and vision statements
- Principal visibility
- Parent interviews
- Classroom Observations
- Concept of heads up/heads down implemented in classrooms
- Positive student and adult interaction

Team comments:

- There was no fully outlined plan for increased parental/community involvement beyond the number of individuals signed on as members of PTSA.

- The principal has made some initial efforts to seek local civic and community partnerships and to increase visibility of the school.

- The school is just beginning to determine ways in which the building might be used for local community events. Their attractive and well-furnished new school auditorium is something they believe could be used to host non-school, district approved community activities.

- Mentors, tutors, and school champions from the wider school community are a point of great interest of the school. The school understands that organizations such as sororities and fraternities that participate in annual service projects might be excellent school connectors and ambassadors by sharing life experiences with students, serving as role models, and providing real world information and opportunities.

    o The school plans to market their new "Veterinary Assistant" magnet offering.

- The school is in process to secure certifications for those magnet programs in which they are available and believe that will enhance their marketability.

- The school understands the need for and plans to design and implement a creative and welcoming campaign for incoming seventh and eighth grade students and their families.

Deficiency 4: The principal has not ensured student misbehaviors and classroom disruptions are eliminated as barriers to learning.

Team	
	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence: · PBIS · Stakeholder surveys · Self-Assessment · Executive Summary · Student performance data and School Report Cards · Classroom observations observations by team members · Student, teacher, and parent interviews · Observation of classroom and hallway behavior reveal that student disruption is at a minimum · Principal class meetings with students
Team comments: • Review of the data and teacher interviews, interviews with the Instructional Leadership Team (ILT) members, and observations indicate the need for the school to continue with the implementation of PBIS to help ensure that positive student behavior continues. • The principal has outlined a plan to enhance the Student of the Month recognition program as a way to further motivate students to aspire to do well in all areas, especially academics and attendance. • The school plans to ensure that the incoming 7th and 8th grade students are well informed of the behavior and academic expectations all students are expected to achieve. • Interviews with the principal and other stakeholders reveal their understanding of the need to incorporate greater rigor into instruction and utilize a variety of engaging teaching practices in courses to increase student excitement about learning and attending school.

Deficiency 5: The principal has not established a systematic process to monitor implementation and evaluate the impact of programs and resources on student achievement.

Team	
	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:
- · PLCs have been implemented
- · Interviews
- · Self-Assessment
- · Executive Summary
- · Student performance data and KDE School Report Cards
- · Professional development opportunities for teachers
- · Lunch and Learn sessions
- · Counseling programs
- · ATTAIN program
- · Advisor/advisee program

Team comments:

- Interviews and a review of artifacts and documents do not indicate the existence of a systematic process for monitoring the impact of programs and efforts on student achievement.

- Evidence does not indicate a systematic process to evaluate and refine the PLC process to ensure achievement of desired outcomes.

- The school understands the need to evaluate and monitor the effectiveness of the advisor/advisee program and to make adjustments and refinements as needed.

- There is indication the school intends to use the Quarterly Report to revise their CSIP and then to make adjustments to classroom instruction to improve academic performance.

- The principal, who has been at the school only since the beginning of the current school year, indicated that strengthening the skills of the Instructional Leadership Team will be a strategic goal as they focus on improving instruction and student academic performance.

Valley High School Diagnostic Review Team Schedule

SUNDAY, January 26, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team
3:30 p.m. -5:30 p.m.	Orientation, Planning Session and Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team
5:30 p.m. – 6:00 p.m.	Break		Diagnostic Review Team
6:00 p.m. – 7:30 p.m.	Work Session Continued/Review schedule for Monday	Hotel Conference Room	Diagnostic Review Team

MONDAY, January 27, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team

8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	conference room of other private work area that can be designated for team use during the three day on-site review	
9:00– 9:15	Break		Diagnostic Review Team
9:15 – 10:15a.m.	Principal interview		Diagnostic Review Team

10:15– 11:45	Begin school and classroom observations/interviews		Diagnostic Review Team (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing		Diagnostic Review Team
11:45 – 4:00	School and Classroom observations/interviews continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
	Small group (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students		Diagnostic Review Team Members (working in pairs or as individuals)
	Begin review of artifacts and documentation		Diagnostic Review Team (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team
4:00 – 5:00 p.m.	Break		Diagnostic Review Team
5:00 – 7:30 p.m.	Work Session #2 · Review findings from Monday · Team members working in pairs re-examine indicator ratings and report back to full team · Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) · Review Schedule and prepare for Tuesday	Hotel conference room	Diagnostic Review Team

Tuesday, January 28, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Team arrives at school		Diagnostic Review Team
8:00 – 11:45	School and Classroom observations/interviews		Diagnostic Review Team (work in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews/observations not completed on day #1		Diagnostic Review Team Members (work in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team
12:30 -3:00 p.m.	School and classroom observations /interviews Artifacts review		Diagnostic Review Team (work in pairs or as individuals)
3:00 – 4:30 p.m.	Break		Diagnostic Review Team

4:30 – 8:00 p.m.	Evening Work Session #3	Hotel Conference Room	Diagnostic Review Team
	· Review findings from Tuesday · Team deliberations to determine standards and indicators ratings and begin drafting written report · Powerful Practices and Opportunities for Improvement at the standard level · Improvement Priorities – (assess team members writing assignments to ensure equitable distribution) · Tabulate ELEOT Learning Environment ratings Team member discussion points: · Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any standards/indicators that are falling below expectations and possible causes as well as those exceeding expectations and why. · Themes that emerged from the Learning Environment evaluation (ELEOT) including a description of practices and programs that the institution indicated should be in evidence as compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) · (Optional) Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district. · Review Schedule for Wednesday		

Wednesday , January 29, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
8:30 a.m.	Check out of hotel and depart for school	Hotel	Diagnostic Review Team
9:00 – 10:00 a.m.	Classroom and School observations /interviews		Diagnostic Review Team (working in pairs or as individuals)
10:15 a.m. – 1:30 p.m.	Final Team Work Session Examine · Final ratings for standards and indicators · Powerful Practices (indicators rated at 4) · Opportunities for Improvement (indicators rated at 2) · Improvement Priorities (indicators rated at 1 or 2) · Summary overview for each standard · Learning Environment narrative · Next steps		Diagnostic Review Team
11:00 a.m.– 12:00 p.m.	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team and KDE reps

12:45 – 1:00 p.m.	Exit Report with the principal		Diagnostic Review
	The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.		

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Valley Traditional High School

Jefferson County Public Schools

1/26/2014 – 1/29/2014

The members of the Valley Traditional High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
   The principal does have the ability to lead the intervention and should remain as principal of Valley Traditional High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Valley Traditional High School.

Principal, Valley Traditional High School

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____